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How to Teach

HISTORY

*A Manual of Suggestions
for the teacher.*



By HENRY W. ELSON, A.M., Ph.D.,

Author of "Side Lights on American History," "Historical Biographies for Children," etc.

Lecturer of the American Society for the Extension of University Teaching.

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HENRY W. ELSON, A.M., PH.D.

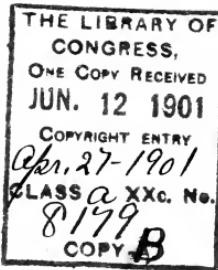
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LECTURER OF THE AMERICAN SOCIETY FOR THE EXTENSION OF UNIVERSITY TEACHING



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PREFATORY NOTE.

THE aim in writing this little book has not been to deal with fundamental principles, but simply to make hints and suggestions that may be helpful to the wide-awake teacher. Many go through life doing things in a bungling way because no better or easier way is pointed out to them. We do many things laboriously until some one invents a device or machine by which our labor is lessened.

Some discourage the use of all special devices in teaching; but while it is true that tact in teaching counts immeasurably more than anything else, the teacher who rejects all new ideas and methods which the experience of others has proved to be useful must be classed with the man who refused to divide the grain in the bag when he rode his horse to mill, and put a heavy stone in one end of the bag to balance the grain in the other, because his father and grandfather had done so. A wise farmer will not cling to the old scythe because the mowing-machine is the invention of some one else. Nor will a wise teacher reject all methods

that are not her own, simply because they are not her own.

A device that may be very useful for some special purpose may seem, apart from its use, like the product of a foolish brain; but the same is true of a clothes-pin, a coat-button, or any piece of machinery, if you view it *per se* and have no knowledge of its use.

History is probably the most badly-taught subject in our schools; yet it is the easiest and most delightful of all to teach, if the teacher knows the subject well, loves it, and knows how to impart her knowledge.

The author of this little book makes no pretense to set forth a new system of teaching history, nor to revolutionize the methods of any one. The object as stated has been to furnish some hints and suggestions that can be easily followed and it is hoped may be found helpful.

H. W. E.

PHILADELPHIA, PA., FEBRUARY, 1901.

HOW TO TEACH HISTORY.

I.

COLLATERAL READING.

HISTORY is the most absorbing of all our studies in the schools. Why? Because it is so human. You may interest your pupils in mathematics and grammar and geography, but you can interest them still more when you talk about your own humankind. Our love for the arts and sciences is, in some measure, acquired; our interest in our own species is natural.

History is the study of the human life of a past age, and if it seems dry and insipid to us, it is because, from our own fault or that of the historian, it does not come to us in a lifelike form. Often have I heard teachers complain that they could not interest their classes in history. To this I have but one answer: "You are not then interested in it yourself." Remember in studying and teaching history to keep always before you the one central thought—the developing of the nation, the

unfolding of civilization, with character-study as a strong second.

The school history, the text-book, is very useful if skillfully written, but all too brief and condensed to give even a good working knowledge of the subject. There are some subjects that may be taught by one who has mastered but one text-book on that subject. A "complete" arithmetic, for example, may cover the science sufficiently well that one may teach it without studying beyond the one book. But this is not true of history. The history of our country is a great story filled with moving, living figures, full of romance and tragedy, of rivalry and envy, of hatred and love. We see the wild man of the forest living his simple life in contentment; we see him chase the deer and battle with his enemy; again we behold him in his rude home and hear his song resound from hill to hill. Then we see a stronger race coming from afar and the long warfare between Civilization and Barbarism begins. Now comes the pioneer with his axe and his gun and the settler with his plough. The foundations are laid for a mighty nation, the development of a continent. We still gaze on the wonderful panorama until there rises before our eyes a powerful government, a great self-governing people whose influence is felt in every part of the earth.

The story is a real one, not fiction. We can get it by reading American history. The condensed text-book can give but a meagre idea of the great subject, and no teacher is competent to teach the subject without a broader reading than it gives. The teacher therefore

must read beyond the school history, and fortunately such literature we have in abundance.*

Now a word of direction to the teacher.

“How can I read a historical work to the best advantage?” First, Do not hurry. It is impossible for you to do good work if you read rapidly, as you would fiction or other lighter literature. Have access, if possible, to a cyclopedia or biographical dictionary. Refer to it often. It will retard your reading; but the time is not lost.

“How can I retain what I read? I enjoy the reading, but soon after the book or subject is finished, it is all mixed up in my mind, and I have little definite knowledge of it.” This is the universal complaint of amateur students of history. What is the remedy?

Perhaps the best thing to do is to take notes. What the gamebag is to the huntsman the note-book is to the student. Let your notes be brief and to the point. Whenever you sit down to read, review the last chapters you have read, not by re-reading them, but by reading your notes. When you read another book on the same subject, take another set of notes, but write nothing that you have written before or that you already know. Treasure your note-books above all the books in your library. They may be useful any time. The writer asked a noted historian if a certain work he had just published did not require a great deal of research. “Yes,” was his answer, “but I did most of it many years ago when I made a study of this subject and took elaborate notes which I found very useful in this work.”

* See list of books, pp. 61 ff.

Remember at all times, and especially when taking notes, that historical facts are not of equal value. The historian has used his skill in selecting his materials from the innumerable facts and incidents of which the history of a people is composed, and the reader must now use *his* skill in condensing it still further.

In a book of questions on United States history now before me I find such questions as these: "How many chests of tea were thrown overboard by the Boston Tea Party?" and "What was the color of the stamps of the Stamp Act of 1765?" Why burden the mind with such things? Who cares how many chests of tea there were, or what was the color of those stamps? "What were the last words of Nathan Hale?" is a question of far greater importance, as its answer shows the spirit that characterized the patriotism of the times. However, let it be remembered that many details of slight importance should be kept in mind as illustrations.

II.

TEACHING BEGINNERS.

WE assume now that the teacher has read widely on the subject of American history, is filled with it, loves it, and is eager to give forth this knowledge to others. If this is true, if you are truly interested in the subject and enthusiastic over it, you will have no trouble whatever in awakening an intense interest in your school.

You have before you a class of young hopefults, eager to hear something that will interest them. No text-book is needed. I would not put one in their hands for two or three years after beginning the subject. The teacher must be the text-book. The best thing to do at first is perhaps to take a general bird's-eye view of the country, pointing out a few of the chief events and figures, just as when viewing a landscape you would point out a mountain peak, a winding river, a beautiful tree, or a grassy plain. After such a general view you settle down to study something in particular. Begin where you like—with the Revolutionary period, the Colonial, the Civil War, or begin with the present and go backward. Make your work largely biographical, get in the human interest as much as possible. Tell a historical story; have one of the pupils repeat it next day. It may take the brightest one in the class to do this the

first time; but keep it up the next day and the next—until the dullest one can tell it, after which, with an occasional review, it is safe.

Connect each day's lesson with the preceding, and so weave a web that will become a complete whole in the end. By spending twenty or thirty minutes in this way each day you will be astonished at the end of the term to find how much history the children have learned without their knowing, scarcely, that they have studied history at all.

STORIES.

It is best for the teacher to make the historical stories for children as personal as possible. Trace the life and adventures of a man or woman and put it in such shape that every child will readily understand and follow you. Always connect the life and deeds of the person of whom you tell with the country's history so as to make them inseparable, not neglecting to dwell as far as practicable on the childhood and early life of your subject—as childhood always appeals to children. It is easy for any teacher to find the material for the story of such a character as Franklin, Washington, Jefferson, Webster, Clay or Lincoln. I shall, therefore, in giving the two examples choose less conspicuous characters than these.

Suppose you are treating of such a subject as the Indians, or the times when our grandfathers hewed their way into the deep forest, battling with the wild beasts and the wild Indians; or the movement of the popula-

tion from the Atlantic States toward the West; what would be more interesting than the story of Daniel Boone?

Long, long ago there was a baby-boy born in Pennsylvania not far from the Delaware River. It was but three years after the birth of George Washington—who can tell when that was? The name of this boy was Daniel Boone. He spent his whole life in the forest and became a great Indian hunter. Isn't it lovely to stroll through the deep wood far from where people live? to rustle the dry leaves with your feet—to lie down on your back and look up through the trees? to watch a merry little squirrel with its merry little bark run down a sapling near you?

Daniel Boone loved the forest better than the city or the country. He lived with his father and mother in a little log house among the great trees, and when he was very young he became a skillful hunter. One day, when he was about twelve years old, he took his dog and his gun and started out to hunt. When night came he did not return. By next morning his parents began to be alarmed. They feared that Daniel might have fallen into the hands of the Indians, or become a prey to some wild beast.

They now called in the neighbors and organized a searching-party. The men went by twos and threes in different directions and spent the whole day and night searching for the lost boy. At length one of them saw in the distance a thin column of smoke rising from a queer-looking little cabin. They approached and peeped

in, and there sat Daniel Boone, looking like an old hunter who had settled down for the season.

He was preparing his supper from some choice pieces of the game he had shot. He did this by cutting the flesh into thin pieces and holding them over the fire on a stick until cooked.

The earthen floor of his cabin he had carpeted with the skins of the animals. The cabin was a very rude one which he himself had built.

Daniel seemed to be surprised that any one would be uneasy about him. He took it as a matter of course that a hunter could not be expected to return at any particular time.

He was grieved that they did not think him able to take care of himself; but as soon as they told him that his mother was in distress on account of his absence, he hastened back to comfort her.

When he was about eighteen years old he moved with his parents to North Carolina and here they lived for many years, and Daniel spent most of his time hunting. He afterward married a neighbor's daughter named Rebecca Bryan, and they built a little cabin in the woods and lived a happy life together. The cabin was made of logs notched at the ends so they would fit at the corners. There was but one room, one door and one window. Opposite the door was an open space for a fireplace, and the chimney was built outside with flat sticks like laths and plastered with mortar. Daniel knew the habits of every wild animal, and a bloodhound could scarcely follow a trail better than he could.

One day, as Boone was sitting by his fireside with his

wife and children, a visitor dropped in and told him of a wonderful hunting ground called Kentucky, several hundred miles away. No white man lived there, but there were buffalo and deer and wild turkeys in great numbers. Boone now decided to visit Kentucky, and he bade his family good-by and started with five other men to cross the mountains. This was in the spring of 1769. After they had tramped through the woods for five weeks they came to the top of a mountain from which they could see the land of promise, as they called it.

Here they made their camp on the mountain top, and from it they went forth on hunting excursions, usually two together, and after two or three days they would meet again at the camp. They remained through the summer, and one day in the fall when Boone and his companion, a man named John Stewart, were walking along the bank of the Kentucky River a band of Indians dashed out from a cane-brake and took them captive.

Their guns and knives were taken from them, and they were ordered to follow. At night they encamped around a fire where the Indians cooked their evening meal and told of their adventures.

They treated Boone and Stewart well, intending perhaps to adopt them into their tribe. Boone knew the Indian character so well that he knew just what to do. He pretended to be well pleased with his new companions, and gave them no reason to think that he wished to escape. This threw the Indians off their guard.

The two men remained with their captors seven days, but all this time Daniel Boone was planning how they might escape.

On the seventh night, after the Indians had eaten a big supper and were all fast asleep, Boone rose and quietly awakened Stewart. He put his mouth to Stewart's ear and whispered, "Don't make the slightest noise."

They each now took a gun and crept with cat-like tread out of the camp, and were soon standing under the shade of the trees. Not an Indian had stirred. All night they walked, guided by the stars overhead and the bark of the trees. When morning dawned they found that they were not far from their own camp on the mountain. They hastened to the spot, but, alas! the camp had been broken up and their four companions were gone.

Boone and Stewart never afterward heard of these four friends; whether they had been slain by the Indians or had gone east to the settlements is not known.

Daniel Boone and his friend Stewart still remained in the forest, but their ammunition was running low, and they now used the greatest care to avoid the Indians.

Early in January, as they walked one day near a dense wood, they saw in the distance the forms of two men. It was too far to distinguish white men from Indians, and Boone and Stewart hid behind trees and held their rifles ready for use. The men crept cautiously toward them, and when in hailing distance, Boone cried out:

"Halloo, strangers, who are you?"

"White men and friends," came the answer. The men now hastened to each other, and you can imagine their joy to find that one of the newcomers was Daniel Boone's brother, Squire Boone, and the other a friend from North Carolina. They had brought a good supply of ammunition and the good news that all was well at home. That night must have been a happy one to those four men in the wilderness of Kentucky.

(The teacher should dilate on the life and habits of the Indians, and why they were often hostile to the white people.)

Not long after this happy meeting John Stewart was killed by the Indians, and the other man who came with Daniel's brother from North Carolina got lost in the wood and was never found! The two brothers searched for many days in vain, and now they were left alone in the depths of the great forest. Again their ammunition ran low, and Daniel decided to send his brother for a supply and to remain alone in the wilderness. This he did, and for three months he was all alone in the vast forest exploring the country and hunting wild animals. His object was to become familiar with the country and then bring his family to dwell there. When his brother returned he brought two horses, and the two men then spent a year more exploring the country, when they decided to return to North Carolina and bring their families. You can imagine the joy of Daniel's wife and children when he reached his home after being away two years.

It now took him two years more to sell his farm and

prepare his family for the long journey. When they went there were several other families who went with them. At night they made their camp near a spring or stream of water.

The men cut long poles, laid one end on the ground and raised the other on forks. On these sloping poles tent-cloth or skins were spread for a roof. A fire was then kindled at the open end, and beds were made of leaves and skins on the ground back of the fire.

It was not a hardship for these travelers to fare in this way; they were used to out-door life, and nothing pleased them better. They were a happy company as they journeyed over the mountains toward the promised land, as Boone called it.

But a great disaster was soon to overtake them. The Indians fired on the party and killed several of them, one of whom was the eldest son of Daniel Boone, a lad of seventeen years. This was sad indeed, and the party was so discouraged that they turned aside and settled in Virginia, where they remained nearly two years. Meantime Boone with a few companions went on to Kentucky and built a fort on the Kentucky River, calling it Boonesborough, and in the summer of 1775 he brought his family here and they made this place their home. Daniel Boone's wife and daughters were the first white women that ever stood on the banks of the Kentucky River. But they were not long the only women at Boonesborough. Other families joined them and they soon had a flourishing little colony.

The Boones had now been here almost a year and nothing serious had happened. But one day in July,

1776, a few days after the Declaration of Independence was passed by Congress, three Boonesborough girls had a strange experience.

They were Betsey Calloway, her sister Frances, and Jemima Boone, daughter of Daniel. Miss Calloway was almost a young lady; the two other girls were about thirteen years old. The three were playing in a canoe on the edge of the river near the fort. They were laughing cheerfully and paddling in the water when they heard a rustle in the leaves near them. They looked up and lo! there stood a big Indian warrior.

The girls crouched in terror and were about to scream, when the Indian flourished a tomahawk over their heads and warned them to be silent. He then stepped into the canoe and started across the river, still threatening them with death if they made any outcry. On reaching the shore, he motioned them to leave the boat, and they could do nothing but obey.

They were now joined by several other Indians, and they all began the journey through the forest, the girls being forced to walk ahead. Thus they walked all day and all night, and at the dawn of the next day they were more than thirty miles from home. The poor girls were very tired, but the Indians feared pursuit and would not let them rest. Soon after the capture of the girls they were missed by their families. An alarm was given, and the men soon found that the canoe had been taken across the river. Then they found the tracks of the Indian moccasins and understood it all; but it was evening, and no pursuit could be begun before morning. Next morning, as soon as it was light enough to follow

a trail, they began the pursuit. All the men in the fort were ready to go; but Daniel Boone said there must be only a few, the bravest men in the fort, the best marks-men, and the swiftest runners. He then chose seven men besides himself, and they at once set out.

The Indians expected to be followed, and they had gone through a cane-brake, many miles in extent, for the purpose of throwing the pioneers off the track. But Boone led his men around the cane-brake a distance of thirty miles, and sure enough here he found where the Indians had left it. The captured girls had broken off a twig here and there, or made deeper tracks in the ground when they could do so without being noticed. Their object was to make the trail easier to follow. The evening of the second day came. The poor girls had been forced to walk all that time, and they were now about fifty miles from home. Their hearts were very sad, for they began to fear that they might not be rescued. The Indians now stopped and began to build a fire to encamp for the night.

When Indians take captives, they always kill them, if they do not feel sure that they can take them to their homes. Had they known that the pioneers were so near, these three young girls would no doubt have been slain; but they had come so far that they fully believed the white men would not find them. While some were kindling the fire and the others watching the girls, behold what happened! Four rifle shots were heard but a few rods away, and four Indians fell to the ground dead or wounded.

The next instant eight men rushed into the camp

with the speed of deer. The Indians had not time to kill their captives; they had to run for their lives, not having time to get their guns to take with them. Before they got out of reach, two more of them were shot. Imagine the joy of these three tired young girls to see their fathers and friends come to their rescue. Imagine the joy of their mothers when they reached home a few days later, safe and sound.

On the fourth of July, 1777, a large band of Indians attacked Boonesborough, and kept up the siege for two days, when they were driven off. There were holes in the walls of the fort, and every man and boy who could handle a gun stood by one of these holes and fired whenever he could see an Indian, while the women and girls moulded the bullets and loaded the guns. A large number of Indians and one man in the fort were killed.

One day the following winter when Boone was hunting alone in the forest he suddenly found himself surrounded by a large body of Indians. He made a dash for liberty, but a dozen howling warriors rushed upon him and for the second time in his life he was a prisoner in the hands of the Indians.

The Indians were very proud of their capture. They knew Boone to be the greatest hunter and Indian fighter in the West, and now they had him in their power, but they treated him kindly. They took him across the Ohio River to an Indian town on the Little Miami River and adopted him into their tribe as a chief's son. They then took him to the river and gave him a thorough scrubbing "to wash the white blood out of him," as they always did when adopting a white person.

Boone pretended to be pleased with his new friends, and they came to believe that he was contented to live with them; but all the time he was longing for his wife and children in far-away Boonesborough. After he had been with the Indians seven months he went out to hunt one morning, as they thought, but instead he started for his home in Kentucky, one hundred and sixty miles away. He ran all day and nearly all night, and after five days of tramping through the forest he reached Boonesborough and seemed to his friends as one risen from the dead. But his wife, thinking him dead, had gone back to North Carolina, where she was living with her father. Some time afterward Boone went to North Carolina for his family and brought them again to Kentucky. Soon after their return occurred the battle of the Blue Licks, the story of which fills the saddest page in the history of Kentucky. It occurred in August, 1782. Five hundred Indians, led by a wicked white man named Simon Girty, made their way into Kentucky. In a short time one hundred and eighty men started against them. Boone advised them not to do so; but they were eager for a fight and rushed on. The Indians lay in ambush, hid in the thickets, brush, and ravines, until the pioneers came up, when they leaped up with dreadful yells and opened fire.

The white men fought like heroes and killed many; but their number was too small for such a force. They had to retreat or all would have been slain. But they could not go back the way they came; it was filled with howling savages. They made a dash for the river near

by. Many were struck down with the deadly tomahawk before they reached the water's edge, others were shot while swimming across, but a great many reached the shore and were saved. Let us look for our hero, Daniel Boone. Where was he during this fierce battle? He was in the midst of the slaughter, and two of his sons were fighting by his side. One of them was wounded, but escaped; the other fell dead at his father's feet. To save him from the scalping-knife, Boone seized the lifeless body of the boy, threw it over his shoulder, and started to run. But a murderous savage ran toward him with uplifted tomahawk. Boone dropped the dead boy and shot the Indian dead.

Again he was about to take up his burden, but a dozen red men rushed toward him and he had to leave the body and run for his life. He soon reached the river, swam across, and was saved. The battle of the Blue Licks brought mourning to many a pioneer's home in Kentucky. One-third of the men that went into the fight were left dead on the field; but so perfect was their aim that the loss of the Indians was still greater.

After the battle of the Blue Licks the Indians never again invaded the State of Kentucky with an army; but small bands of them often made raids through the settlements, burning the cabins and murdering or carrying off the inmates. One day Daniel Boone had an experience that might have been serious, but it turned out to be amusing. He was in his tobacco house, a small enclosure built of rails. He never used tobacco, but raised it, as many of the settlers did. In this house he had placed tiers of rails, and on these the tobacco was

placed to dry. He was now standing on the rails above the door, removing the dry tobacco to make room for the rest of his crop, when four stalwart Indian warriors appeared at the door. Boone recognized them as the same men who had taken him prisoner near the Salt Licks several years before. They knew him, and had come a long way for the purpose of capturing him. They were able to speak English, and while all pointed their muskets toward his breast, one of them said:

"We got you now, Boone; you no get away; we carry you to Chillicothe." Boone pretended to be pleased, and said: "How are you, friends? I'm glad to see you."

The Indians knew they were too near the settlements to be safe, and ordered Boone to come down immediately and follow them.

"I don't see any help for it," said Boone; "but as I have started to shift this tobacco, I hope you'll wait a few minutes till I finish it. Just watch the way I do it." The four savages became interested in the work and stood a few minutes looking up at him. Boone kept talking to them as if they were old friends making him a pleasant call. Presently he put a large pile of tobacco just above their heads and then quickly pulled the rails apart. Down came the tobacco into their faces. At the same instant the pioneer jumped down among them with his arms full of the dry, broken leaves and threw it into their eyes and mouths. It was all done so quickly that the Indians had no time to prevent it.

The next moment Boone was running toward his cabin. Just before reaching it he looked back and saw

the four warriors groping about as if playing blind-man's buff, trying to rub the tobacco-dust out of their eyes. They were soon off to the woods, and Boone was safe in his home.

I shall here relate one more adventure of Daniel Boone—one that he related to a friend when an old man, many years after it occurred. He was hunting and exploring one day on the banks of the Green River, and when night came he prepared and ate his supper and lay down to sleep. He had put out his fire so that no Indians, if there were any near, could see where he was.

Scarcely had he fallen asleep when he felt many hands clutching his throat. Opening his eyes he found himself in the midst of a mob of Indians. They had watched until his fire was extinguished, and then crept silently to where he was and made him prisoner. Boone made no resistance, and they took him to their camp a few miles away, where they bound him with cords. There were two or three squaws with the warriors, and they seemed to take more pleasure in their capture than the men.

They assured Boone again and again that he would be put to death the next morning. So great was their glee that they danced and sang around the fire for a long time. They had a bottle of strong whiskey and drank of it until some of them could hardly stand. Presently a shot was heard near the camp. The Indians now consulted for a time and decided that the men take their guns and go into the forest to find where the shot came from, while the women remain to guard the

prisoner. Soon after the warriors had gone, the squaws again began to pass the whiskey bottle from one dirty mouth to another. They were soon so drunk that they couldn't stand up. They sat down, but still kept drinking until they rolled over and went to sleep. Boone lay there, tightly bound, watching them. He now thought his moment for action had come. That night he must make his escape or perish on the morrow. But he was securely bound hand and foot. What could he do? When a man's life is in danger, he can usually find a way, if there is a way. Boone rolled over and over till he reached the fire; then he held his wrists to the blaze and burned off the cord, though it blistered the skin. Next he burned the cords from his feet, and in a few minutes he had his rifle and was speeding through the darkness toward his home.

When Kentucky became well settled by white men, Daniel Boone, who loved the dense wilderness above all things, went farther westward beyond the Mississippi River and made the home of his old age in Missouri.

There was one thing that troubled Boone's conscience very much at this time: he had left debts in Kentucky to the amount of several hundred dollars. But at last he saw a way out. There were many animals in Missouri whose fur was quite valuable. Boon now hunted these and sold the furs for several years, until he had made money enough to pay all his debts.

This honest old man then made the long journey to Kentucky and paid off every debt, dollar for dollar. When he returned, he had but fifty cents left. "Now," he said, "I am willing to die. This burden has long

oppressed me; but I have paid every debt, and no one can say, when I am gone, ‘Boone was a dishonest man.’”

During the last years of his life the great pioneer had to give up his favorite pursuit of hunting. He became too feeble and his eyesight failed him. His old age was made happy by the love of his relatives and friends, who almost adored him.

Many a time, when his hunting days were over, he would gather children and young people about him and tell stories of his strange, eventful life. He lived to be very old, dying in 1820, aged almost eighty-six years. His body was laid to rest near his home by the side of that of his wife; but many years later both were transferred to Frankfort, Ky. The life of Daniel Boone was a strange one—full of changes, full of adventures, full of success and of failure. He always believed that Providence sent him before to prepare the way for civilization. The name of Daniel Boone will never be forgotten. His fame will go down in our history as the greatest of American pioneers.

One of the interesting subjects for a class of children is the change in the means of traveling in the past one hundred years. Explain the change from the old stage-coach to the modern railroad, from the old sailing-vessel to the modern steamship. Meantime the story of Robert Fulton is eminently in place. I give it here in brief.

Robert Fulton was born on a farm near Lancaster, Pa. When he was three years old his father died and his mother was poor. She moved with her little family

to the town of Lancaster, and Rob was sent to school. But his mind was not altogether on books; while still a little boy he was always trying to invent or make some new thing. When but ten years old he made lead-pencils almost as good as the best made at that time. At thirteen he invented a sky-rocket, and the next year an air-gun. During the Revolutionary War there was a gunsmith at Lancaster, and Robert frequented the place until while still a child he became an expert gunsmith. He was eleven years old at the time of the Declaration of Independence.

Robert had also a talent for painting, and at length he decided to become an artist. When he was seventeen he went to Philadelphia to take a course in art. At the end of four years he was a very good artist and he had also saved enough money to purchase for his mother a small farm. This he did and then sailed for Europe to take a higher course in art. He there became the guest of the great American artist Benjamin West, who also had been born in Pennsylvania but was now living in London. Fulton saw, after being there a few years, that he could never become a great artist, and he decided to revert to the ambition of his childhood and become an inventor. He remained in England several years longer, and while there he invented a machine for sawing marble, another for making ropes, and several other things.

But all this time he was thinking about the steam-boat. He went to France and there met Mr. Livingston, our minister to that country, and they decided to join together and build a steamboat, Fulton furnishing the brains and Livingston the money.

By and by they had a boat ready to navigate the Seine River. Fulton had spent a sleepless night in thinking about his new vessel which was to be launched next day. On rising in the morning a messenger rushed into his room and exclaimed: "Oh, sir, the boat has broken to pieces and gone to the bottom!" Fulton was greatly grieved. He hastened to the river and began the task of raising the boat with his own hands, and kept at it for twenty-four hours without food or rest. His health was so injured by this exposure that he never fully recovered. The boat was raised and it made a trip on the Seine; but it was very imperfect, and Fulton and Livingston now determined to make their next experiment in America on the Hudson River. They ordered an engine from England, and it reached New York in 1806. Soon they had a boat built one hundred and thirty-three feet long, and Fulton named it the Clermont, after Livingston's country-seat on the Hudson. It was August, 1807, when the trial trip was made. A vast crowd of people stood on the shore to watch the vessel move away. It started up the river at four miles an hour. In thirty-two hours it was at Albany, one hundred and fifty miles away. It seemed like a wonderful thing to the people. Some called it a "monster breathing flames and smoke."

Within a few years there were steamboats built in various parts of the world, and their number has increased from that time to the present.

(In connection with this the teacher should take the children to visit a steamboat if near navigable water. If not, the use of pictures would be very helpful.)

III.

ASSIGNING LESSONS.

AFTER reaching the grammar-school and high-school grades the teaching of history becomes more interesting even than in the lower grades. The teacher may now assume that each pupil knows something of the leading characters and events. The teacher should not require a uniformity of text-books throughout the class. If each pupil has a different book from all the rest, so much the better. The method of assigning lessons in history is of vital importance. The lesson should ordinarily be assigned by topic; and by all means a forecast of it should be given by the teacher. It is to emphasize this point that this brief chapter is given. At the close of a recitation always devote a few minutes to interesting the class in the next lesson.

You may have an irrepressible boy or girl in the class —more likely a boy—who knows, or thinks he knows, a great deal about the subject. He will probably annoy you by anticipating what you are about to say, or by asking you questions about unimportant details that you are not prepared to answer. You may find it necessary to subdue him by a witty or even cutting answer now and then, by keeping a little beyond his depth part of

the time at least in giving the forecast, and by asking him a direct question that you know he cannot answer.

Now to the forecasting of the lesson. Make it as interesting as possible; but leave many things untold or only half-told, so that all will be anxious to study up the subject. Have them get their information wherever they can—from the text-books and the cyclopedia, and by inquiring of their elders. Let me here give a sample: Suppose you have gone over the Revolutionary period, the framing of the Constitution and the election of the first President, and are ready to begin with the administrations. Your next lesson is to be a study of the personnel of Washington's first cabinet. Explain that the first cabinet contained but four members—but half as many as the present one—and how and why the cabinet has grown to its present size. Of these four men in Washington's cabinet two were men of national fame—Jefferson and Hamilton—of whom every schoolboy knows something. The other two were well known at the time, but now fill a small place in our history. The secretary of war was an old Revolutionary general, a “hail fellow well met,” very large and corpulent, and always ready with a good story and a hearty laugh—General Knox. But perhaps it would be well not to mention the name. Let them find it out by next day, if they can. The other came from that famous president-making State, Virginia. At the opening of the Revolution he was a youth and a patriot—but his parents were tories. He ran away from home and joined the army, served through the war, returned to Virginia, soon found himself one of the most popular men in the

State and was chosen governor. In 1787 we find him in the convention that framed the Constitution, and he had much to do in making that instrument what it is. Washington now called him to the cabinet as attorney-general.

Some of the class may perceive that you are talking about Edmund Randolph. Attorney-general, what does that mean? Transpose the words and you have the answer—general attorney, the legal adviser of the chief officer of the nation. You may not find much of the above in the text-books; but the teacher must be the text-book.

IV.

IMAGINARY TOURS.

ONE of the best diversions in teaching history is to take your class on an imaginary historical tour; or if your school is an ungraded one, it is well to take not only the class in history but the whole school with you. Devote half an hour or more to it whenever you can spare the time—once or twice a week at least. Begin each time where you left off, after reviewing briefly. Always be terse and full of enthusiasm. See that your dullest boy is following you, and always move on to the next place if you see the interest of the class on the wane. Follow the tour on a wall-map. The teacher, who is not expected to know everything, must read up and keep ahead, and by all means take notes, so that if she makes the same tour in future, the material will be easy of access. Here is a sample in brief outline:

“Suppose we begin at the most interesting historic town in the United States, the birthplace of the Declaration of Independence and of the Constitution—Philadelphia. Why are many of the streets so narrow? Because William Penn and his friends feared the wolves and probably the Indians and they wished to live near together. Take a good view of Independence Hall and the old bell (the most precious historic relic in the United States) and many other interesting features. This city was the largest in America all through colonial times

and on to about 1820, when New York passed it. Notice Philadelphia in the Revolution, and before leaving take a glance at the city as it now is. Slow? So says the newspaper joker. But note the Baldwin Locomotive Works, the greatest in the world, the two finest passenger stations on the continent, and the greatest city hall and the largest city park in the world. Tomorrow we will start westward.

“Our next objective point is Pittsburg, three hundred and fifty miles away. Let us go, not in a Pullman sleeper, but, since we are studying history, we shall take the old stage-coach of a hundred years ago. It is a rickety old vehicle at best; and the horses, how jaded and worn they are! Day after day we jog along; sometimes the coach sticks in the mud and all the passengers must get down and help lift it out. We pass through a village and the people swarm in the streets to get the latest news and to see a few strange faces. We stop and spend the night at an inn—and what accommodations! The horny-handed laborer of to-day would not endure such fare and such hard beds. Early in the morning we are again plodding along. Across the Susquehanna Valley and over the mountains—what a long and weary journey it has been!—when at the end of three weeks we roll into the village of Fort Duquesne. Why was the name changed to Pittsburg? The name is now the synonym for fire and smoke and iron and bustling activity.” (The teacher should here dilate on Brad-dock’s defeat, the Whiskey Insurrection of 1794, the founding of the Republican party in 1856, the railroad strike of 1877, etc.)

"Leaving the iron city let us float down the Ohio River on a steamer, one of the successors of the old stage-coach. What a delightful way of traveling! An ocean greyhound takes you far from land and home and gives you no natural diversion but the wild waste of waters; a railway train hurries you over the country so fast that you can see but little. But a first-class river steamer—here is comfort and leisure; you have water and land—and land is home. How interesting to come to a new town, to watch the men load and unload the vessel, to gaze musingly on the passing cliffs along the banks, the bubbling streams as they ripple away from their rocky heights and lose their identity in the river!

"We come to the city of Wheeling, W. Va." (Here relate the story of Elizabeth Zane.*) "At the time of the French and Indian war a wooden fort stood here. Some twenty white soldiers occupied it, and one woman, a young lady, Elizabeth Zane. The fort was surrounded by a large body of Indians. For several days the firing was kept up from both sides, when at length the powder in the fort began to run low. Some rods away there was a cave in which were hidden several kegs of powder, but to get it in the face of the Indian fire was perilous. As the men were discussing the matter Elizabeth Zane stepped forward and offered to go for the powder. They objected, but she insisted, saying that the Indians would not fire at her as readily as at a man, and that even if she were killed, she could

* There are other versions of this story, but this seems most authentic.

be spared far better than one of the soldiers. At length her father, who was one of the company, consented. She walked leisurely out of the fort and not a shot was fired at her. So much for Indian gallantry. But when she reached the cave, threw a keg of powder on her shoulder and ran for the fort, a hundred guns were leveled at her and the bullets whistled about her head; but she reached the fort in safety. A few days later a body of troops rescued the men and this heroic girl and all were saved.

“We proceed on our journey, floating down the river. We reach Marietta, Ohio, founded in 1788—the year between the making of the Constitution and the inauguration of Washington—by Rufus Putnam, the ‘Father of Ohio,’ who came and settled there with forty families, built a town and named it in honor of the unfortunate Queen of France, Marie Antoinette, who was beheaded five years later by the infuriated mob at Paris. See the wonderful mounds of a by-gone age near the mouth of the Muskingum. Take special note of Ohio, the birthplace of great warriors, Pontiac, Tecumseh, Grant, Sherman and Sheridan; and of presidents, Grant, Hayes, Garfield, Harrison and McKinley. A few miles below Marietta we come to Blennerhassett’s Island, made famous by Aaron Burr.* Soon we come to Gallipolis (from two Greek words meaning the City of the Gauls), founded by Frenchmen.” (Note the very interesting history of the founding of this town. Give special attention also to West Virginia, the War State,

* For a full account of this see Elson’s “Side Lights on American History,” Series I, Chapter VII.

noting "why and how it was cut off from the Old Dominion and became a separate State in 1863.)

"Further on we come to Kentucky, the land of Daniel Boone and of Henry Clay." (Here stop and give a character sketch of each of these men.) "Next we reach Cincinnati, formerly called 'The Queen City of the West,' but now has many rival queens. Why was the city so called?" (Give account of the society from which the name was taken and why it was so called.) "Further on we come to Louisville, Ky." (Note the operations of Sherman and Buell here during the Civil War.) "Before reaching the mouth of the Ohio we might take a side trip up the Cumberland to Fort Donelson, and another longer one up the Tennessee to Shiloh." (These side excursions are often very interesting, but the teacher should never remain long away from the main thread of the story.) "We go back and resume our journey. Just below Cairo, Ill., our vessel swings out into the great river, the Father of Waters." (Here write on the blackboard "De Soto, 1541.") The teacher should often write out a noted name or date and leave it in view of the school for several days.) "The story of De Soto—what a pathetic tale! What a beautiful love-story between him and Isabella, who loved and waited for fifteen years—then came a few years of happiness too ravishing to endure. How sad his long and weary search for gold! And at last, when worn and weary and ready to die, he does the one thing, all unconsciously, that brings him immortal fame—he discovers the great, majestic river,

and his name through it is forever linked with American history.

“Note various points of interest as we steam down the Mississippi—Island No. 10, Memphis, and others, until we come to Vicksburg.” (Write “July, 1863,” and after dwelling on the subject for some time, connect it with Gettysburg and both with our national holiday. The connecting link in this case is one of time, not of space. Always see that there is a connecting link, an endless chain.)

“Near the mouth of the great river we come to a city of great historic interest, New Orleans.” (Write on the board “Jan. 8, 1815,” and dilate on Old Hickory as long as you think it profitable.)

Here we close this brief outline. I would advise the teacher to take an ocean vessel at this point, to touch at Vera Cruz and bring up the story of the Mexican War, at Cuba and bring in the Spanish War, and then follow up the Atlantic coast, stopping at Savannah, Charleston, etc., coming at length to the great metropolis of this western world, the city of New York.

Such a tour, if well managed by the teacher, is intensely interesting and might extend through a whole winter; but the time so used should not be taken from the regular history lesson. The teacher should tell the story and have various pupils repeat it in review until all the important points are fixed in the minds of all. Similar tours may be made through the Great West and various parts of the country. Certainly there is nothing more instructive and interesting in the way of extras that a teacher can introduce than the imaginary tour.

V.

DATES.

ONE of the most important subjects with which we have to deal in the study and teaching of history is the subject of dates. Frequently I have been asked by teachers about this subject. Shall we teach many dates? How can we remember dates and have our pupils remember them?

Let me say at the outstart, You *must* remember some dates. They are to the student of history what the milestone is to the traveler. History without dates is like geography without distance. If you find it difficult, as many do, or almost impossible, as some do, to remember dates, you must force your mind to retain a few of the most important. I would not advise one whose mind does not readily retain dates to feel the necessity of remembering a great many. Choose out a central date and group around it minor events of the same period. Take, for example, the year of the Declaration of Independence, and it will not be difficult for you to remember that the Battle of Bunker Hill came the year before and the Battle of Brandywine the year after. Thus you have the dates of three events by remembering the figures of but one. Now enlarge the

group; two years before the Declaration the Continental Congress met, and two years after it the Battle of Monmouth occurred and the treaty with France was made, while five years after the Declaration the British surrendered at Yorktown, and eleven years after it the Constitution was framed. Drill your mind for a while with this group and it will become indelibly fixed.

Another good plan is to make chains. For instance, 1832 is remembered on account of Nullification in South Carolina—one hundred years before that George Washington was born (which was the year before the founding of Georgia), and a hundred years before the birth of Washington the charter of Maryland was issued to Cecilius Calvert. In this year also occurred the Battle of Lutzen in Germany in which the great Swedish King, Gustavus Adolphus, was killed. Thus by means of this chain, which is not at all difficult to remember, you have the dates of several important events. Many such chains may be made for the benefit of the teacher as well as of the pupil.

When quite a young boy I saw a picture of Shakespeare reading one of his plays before Queen Elizabeth. I knew something of Shakespeare and of Elizabeth; but never before had it dawned on my mind that they lived at the same time. The picture made a life-long impression on me. The teacher can frequently make imaginary groups of historic characters, and thus make a deep impression on the minds of the pupils.

Another form of grouping is to choose out a year and group the events of that year. Here is a sample: 1837, what does it bring to the mind? The great panic, the

invention of the telegraph, admission of Michigan into the Union, the Canadian Rebellion and the accession of Queen Victoria. Two of these are foreign. All right. Always get in, when convenient, the chief events of foreign history while teaching American history. Now how can we group these five events? Very easily; the device may seem foolish, but if it does the work, we must excuse that. Here it is: Imagine Queen Victoria, a beautiful young woman of eighteen, crossing from Canada into Michigan, in a Bankrupt condition (on account of the panic), and asking for money by telegraph. What nonsense! But with that one sweep of the imagination you have those five events welded together inseparably, and by remembering one date you have them all. You might then add a little to the nonsense and to your knowledge of dates by imagining the Queen carrying two new-born infants in her arms, both born that year—1837, both to become world-famous ere the end of the century, one a Briton, the greatest of living poets (Swinburne), and the other an American, a future president of the United States (Grover Cleveland).

Let me now lead you into a larger field of nonsense. Do you know the date of the admission of each state into the Union? It is not essential for you to know them all, but it is very convenient. It may be difficult for you to remember them arbitrarily, but with a little machinery you will have no trouble.

Go to the blackboard. Imagine it a map of the United States. (Do not use a real map.) Call for the name and date of the admission of the first State (i.e., the fourteenth), Vermont, 1791. Now place a figure 1

(the last figure of the date) on the imaginary map where Vermont ought to be. Call for the next, Kentucky, 1792, and put a 2 where Kentucky ought to be. Next, Tennessee, 1796, and put a 6 on the right spot. Fourth, Ohio, 1802, and put the 2 on Ohio. Now point to these four figures successively and say the words, "one, two, six, two." Repeat it a dozen times or more and have the class repeat it with you, always pointing to the figure as you say it. It might be well to use a real map for young pupils. With a few minutes' drill on this the dullest pupil will remember for life the dates of the admission of these four States.

Now we go to the year of the opening of our second war with England. Early in the year 1812, there was born in the South a little girl and her name was Ana. Four years later she had a sister born in the North and called by the same name. The first name of the elder is Louisi, and of the younger Indi—and does not this teach you the admission of Louisiana and of Indiana?

Here now is a batch of five States coming into the Union in five successive years. Write on the board "Missillalamemo." It is a smooth, easy word to pronounce, if word it may be called. Say it over and after it say "17, 18, 19, 20, 21."

Now write it thus: Miss Ill Ala Me Mo, and have the class say it until it becomes as familiar as the name of Abraham Lincoln, repeating the numbers often enough to remember what they are used for. It is needless to explain the meaning of the above—that Mississippi was admitted in 1817, Illinois in 1818, etc.

Now we have a lapse of fifteen years; Arkansas com-

ing next in 1836 and Iowa ten years later. Say “Arki” (long sound of *i*) “36, 46,” several times and you have those two. But there were three admissions between these two. Michigan we have treated in connection with the English Queen. Now for the remaining two. Make on the board a star—a lone star—hang over it a wreath of flowers and place beneath it the number 45. Every pupil will recognize in a moment that the lone star stands for Texas, the wreath for Florida, and that the two States were admitted in 1845. Next treat Wisconsin and Minnesota as we did Arkansas and Iowa. Write “Wismin, 48 and 58,” and repeat until familiar. California comes in the middle—i.e., the middle of the century (1850)—who can forget that? Oregon was the Valentine of 59. What pretty poetry!—and it gives you the day and the month (Feb. 14) as well as the year. Next Kansas, the great battle-ground between Freedom and Slavery, came in with the first year of the war, 1861.

But the War State is West Virginia, torn from one of the old Thirteen in the midst of the fray and admitted in 1863. Dilate on this and the admission of Nevada the following year (the only two States admitted during the war, as Kansas came in in January, '61, before the opening of hostilities) until the class is familiar with both.

“Nebraska and Alaska, 1867.” More poetry! Explain, of course, that Alaska is not a State, but was purchased from Russia in 1867. No more now for nine years, when Colorado became the Centennial State. Another interval, thirteen years, when we have the larg-

est accession in one year in our history. Three in a row: Washington, Montana and North Dakota (but for the narrow end of Idaho separating two of them), and North Dakota's twin sister, South Dakota—all four in 1889.

Now write Idah, Wy and 189. Call attention to it, and while the class is wondering what you are aiming at place *o* after each, and you will have Idaho, Wyo(ming) and 1890. This closes the list except Utah, which came in a hundred years after Tennessee.

A vigorous drill on the above a few times will enable every pupil to remember permanently the time of the admission of every State in the Union.

VI.

MISCELLANY.

THE teacher must ever be awake in keeping the interest of a class in a good, healthy condition. In addition to the regular routine work and to putting into practice suggestions of the preceding pages, it is well at times to spring something new and unexpected on the class. Never allow them to fathom your full stock of information or resources.

Ask a question to be answered or discussed the next day or the next week, and always one that requires thought or research. Here are a few samples: Why did the English colonists succeed in the North, while the Spaniards failed in the South? Why are so many of the names of our rivers and lakes Indian names, while the cities generally bear English names? Why did the Northern States emancipate their slaves soon after the Revolution, while the Southern States retained theirs? Which is more important, Liberty or Union? Why is our government a federal government? and how does a federal differ from a confederate government? What three States in the Union were at some time independent of all the rest?

Again, the teacher can often awaken a sleepy class

by some odd question like this: Which was the longest battle of the Revolution? Give it up? The Battle of Lexington—16 miles long. Or this: Strange that the English could not enter Baltimore in 1814 when they had the Key. After the pupils have puzzled awhile over it tell them that you mean Francis Scott Key. Or, make a blundering statement, as: Rev. Samuel Kirkland was a missionary among the Indians during the Revolutionary War for forty years. The hands will soon go up and you will be informed that the war did not continue for forty years. Sure enough. But here are the facts: Rev. Kirkland was a missionary among the Indians for forty years, and they included the period of the Revolution,—and all the class will remember it because of the unusual way in which you stated it. If a man enters your house in the usual way, you may forget it in a week; but if he comes in through the window instead of the door, you will not readily forget it.

Use as much wit as you can in teaching your class. Here is an attempted sample. Suppose you are describing the Battle of Lake Champlain, 1814. The land forces were commanded by General Macomb, and the naval forces by Commodore Macdonough: the two Macs. “The land forces were led by Mac—what is his name?” Here produce a comb—and you will impress the name upon the class. “Now the other Mac—what is his full name? You tell me, John.” “Do’ know,” answers the boy. “Right, my boy; go up head, Mac do nough.”

One more point, one that you should often put into practice and will always awaken a deep interest by it.

Describe a character without giving the name. When any pupil is sure he knows whom you are talking about let him raise his hand, but not mention the name.

For example: "There was a child born in the West Indies about eighteen years before the outbreak of the Revolution (the same year in which Robert Burns was born); when a boy he became an orphan and removed to Boston, then to New York City, entered Kings (now Columbia) College, which he left to join the army, became a member of Washington's staff, and specially distinguished himself at Yorktown." (Perhaps by this time a few hands will be up. If so, have those pupils write the name of the character on a slip of paper and hand it to you, without revealing their discovery to the rest—and you proceed.) "He helped frame the Constitution, became a great lawyer, married a daughter of General Schuyler, entered Washington's cabinet as Secretary of the Treasury and proved himself a great financier." (More hands will now be up; have them hand in name and go on.) "He was the acknowledged leader of the first great political party in America—the Federal party. At length in the midst of his great life he was slain in a duel in 1804 by the Vice-President of the United States."

Every one will now see that you are talking of Alexander Hamilton.

Take a character somewhat less conspicuous than Hamilton.

"There was a young officer with Hull at the surrender of Detroit in 1812, and rather than give up his sword to the British general, he broke it across a stone.

Afterward when Michigan Territory was recovered from the British he succeeded Hull as governor and held the post for eighteen years. Who was it?" (Perhaps a hand or two will be up; perhaps none.) "Seeing that Detroit was sure to become a city, he, wise man that he was, purchased a large farm near the village, and the farm was overspread by the growing city and it increased in value until its owner became a millionaire. We next find him in Jackson's cabinet as Secretary of War; a little later he is minister to France, and next a United States senator from Michigan. In 1848 he is made the nominee for the presidency by the Democrats. Had he been elected he would have been our first and thus far our only millionaire president. Note that. It means something. In this era of vast wealth we have never had a millionaire president. Money cannot purchase everything. This man was not elected; he was defeated by the old hero of Buena Vista, Zachary Taylor." Most or all will know by this time that you are talking about General Lewis Cass. This means of diversion is one of the most effective that a teacher can employ.

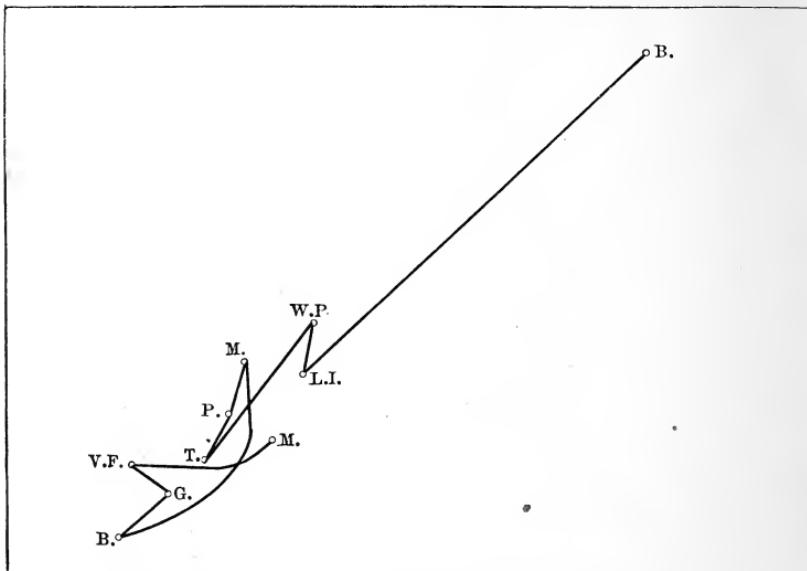
VII.

GEOGRAPHICAL PROGRESSION.

“WHICH came first, the Battle of Monmouth or the Battle of Brandywine?” Frequently have I put this question or a similar one to large bodies of teachers at institutes, and asked for an immediate answer. Usually not one in ten could answer without thinking for a minute or two, while some found it difficult to answer at all. How much more would this be true of a class of pupils, unless they were studying the Revolution at the time! To know the order of the battles of a war may not be very important, but it is quite handy and convenient; yet it is the easiest thing to get them mixed, if one depends wholly on the memory. Here is a little device by which you can fix in the mind in a few minutes the proper order of Washington’s battles in the Revolution so indelibly that you could never forget it if you were to try.

Draw the figure on the blackboard. Do not use a map, as the figure is more striking without it. Begin at Boston and draw a line to Long Island, thence northward to White Plains, and thence southwest across New Jersey to Trenton. The first time you make the figure it is well to look at the map to get the directions and

approximate length of each line. From Trenton we go up to Princeton, thence to Morristown, and from there we swing around through New Jersey across the Delaware to Brandywine. From Brandywine or Chad's Ford we proceed to Germantown, thence to Valley Forge, and from there to the battlefield of Monmouth. This was

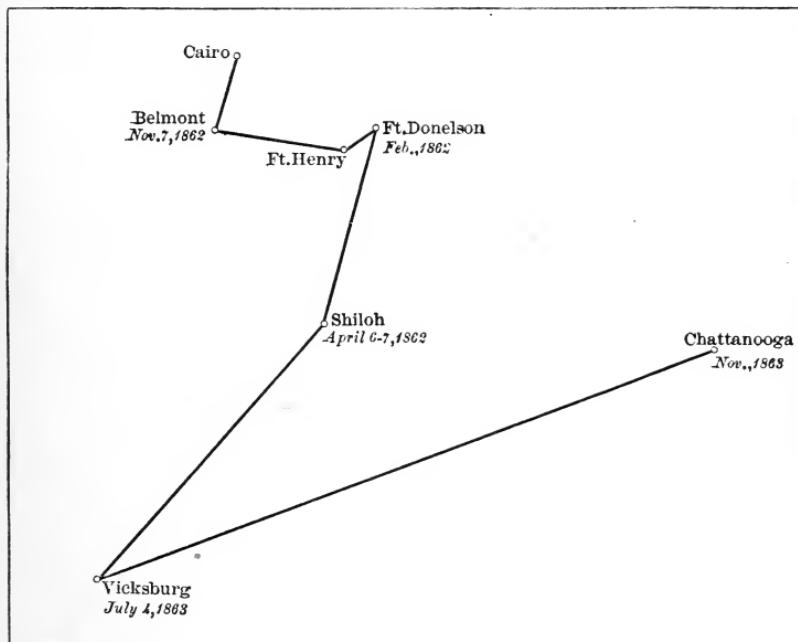


WASHINGTON'S ITINERARY IN THE REVOLUTION.

the last regular battle fought on Northern soil. Thus we have Washington's itinerary in the North. What an odd-looking figure it makes—but how useful!

Notice that the line from Boston to Long Island is a direct line, whereas Washington did not take his army by a direct route. If we were to follow his exact route showing all the circumlocutions that he made, our figure would become finical and less striking than it is.

When he retreated across New Jersey he went by way of Hackensack, Newark and New Brunswick; but that fact is not of special importance to us. We want only the objective points, hence we make a direct line. From Morristown to Brandywine we have a curved line through New Jersey, for convenience only, as Wash-



GRANT'S OPERATIONS IN THE MISSISSIPPI VALLEY, 1861-63.

ington did not take this route. If desired, the name of the place and date of the battle may be placed at each point where the battle was fought. After the teacher has made the figure and the pupils have become familiar with it each one should be required to make it. This

means may be employed in following other generals or armies in various wars, and also in following the explorations of De Soto, Marquette, Lewis and Clarke and others. I give above one more—showing the operations of General Grant in the Mississippi Valley during the first years of the Civil War.

It will be more difficult to use this means where many battles are fought within a narrow space—as in Virginia during the Civil War—and it can be done only by using a map made on a large scale.

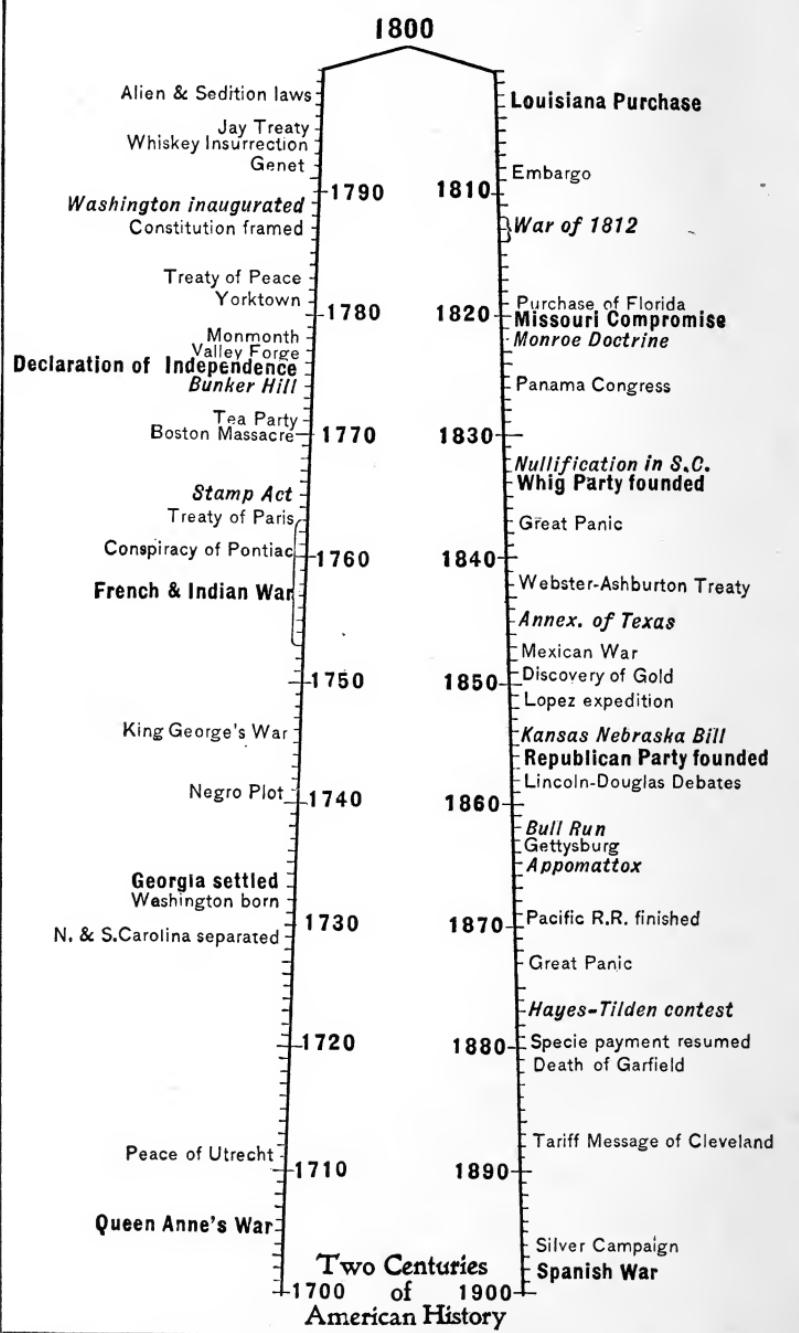
VIII.

THE HISTORICAL OBELISK.

THE historical obelisk is one of the most useful devices that a teacher can employ. It presents to the eye the succession of events as a map presents distance and direction. It is far superior to the historical chart, because it gives a central date to which and from which all others are reckoned, and the relative distances are thus presented to the eye in so striking a way that they cannot be forgotten. In the following plates it will readily be seen that all events that occurred before the central date at the top are put on the left, while those following are on the right. The time of an event before or after the central date is shown by its distance from the top. This indeed is the strong feature of the obelisk. One who remembers dates with great difficulty may find it easy to remember the location of a phrase or sentence on a page. The historical obelisk should not only be studied, but reproduced on the blackboard and on paper, by the teacher and by the pupils, until it becomes so familiar that the location of everything will be perfectly remembered.

In Plate I two centuries of our history are given, the date 1800 being chosen arbitrarily. The large divisions on each side are decades where the date is written out in full, while the small ones are years. The exact date of any event may be given by placing the last figure

Plate I



of the date within the obelisk. For example, the Lincoln-Douglas Debates are seen at a glance to be between 1850 and 1860, nearer the latter, while the figure 8 may be placed inside the line to show that the exact date is 1858.

In Plate II the Civil War is shown. The large divisions are now years and the small ones months. The central date is the middle of the year 1863, and it is much better to have an important central date than an arbitrary one as in Plate I. Here at a glance you see the whole sweep of events during the Civil War and their relative distance in time from one another. Any war or important period may be mapped in the same way. In making a plate of the Revolution the Declaration of Independence should be placed at the apex.

Plate III is probably the most interesting of all. It shows the world's history with the birth of Christ as the central date. The divisions are now centuries, and it is necessary to use two figures within the lines to show the exact date of an event.

How interesting it is to note that the founding of Carthage took place as long before as the reign of Alfred the Great was after the birth of Christ, that the career of Mohammed is about the same time after the beginning of the Christian Era as the Jewish Babylonian Captivity before it, and that the leading of Israel across the Red Sea by Moses occurred exactly as long b.c. (except one year) as the discovery of America by Columbus A.D.! By studying the plate any one can readily fix in the mind the date of all the leading events in the history of the world.

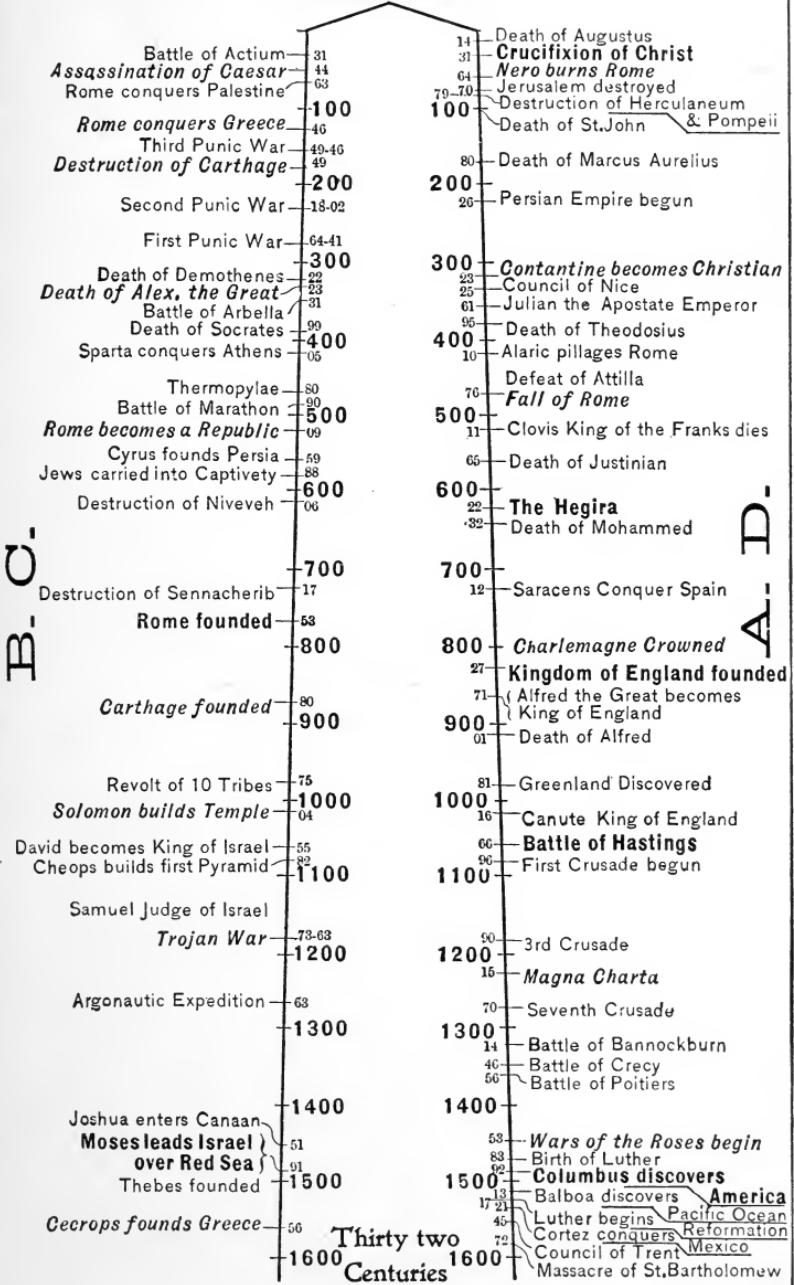
Plate II

Gettysburg-Vicksburg

<i>Admission of West Virginia</i>	July	July	Draft Riots in N.Y.,
	June	August	
<i>Chancellorsville</i>	May	September	Chickamauga
	April	October	
	March	November	
	February	December	Lookout Mountain
Emancipation Proclamation	1863	January 1864	
Stone River	December	February	
	November	March	
	October	April	Red River Expedition
Antietam	September	May	
	August	June	<i>Grant in the Wilderness</i>
	July	July	Cold Harbor
Malvern Hill	June	August	Alabama & Kearsarge
Fair Oaks	May	September	Atlanta Campaign
<i>Capture of New Orleans</i>			Mobile blockaded
<i>Shiloh</i>	April	October	Cedar Creek
<i>Monitor & Merrimac</i>			
<i>Pea Ridge</i>	March	November	
<i>Fort Donelson</i>	February	December	Sherman's march to the Sea
Mill Spring	1862	January 1865	Nashville
	December	February	
Belmont	November	March	Capture of Wilmington
Balls Bluff	October	April	<i>Appomattox</i>
	September	May	<i>Assassination Lincoln</i>
Wilson's Creek	August	June	Grand Review
<i>Bull Run</i>	July	July	
	June	August	
	May	September	
<i>Blockade proclaimed</i>			
<i>Fall of Fort Sumter</i>	April	October	
	March	November	
Secession	February	December	<i>Thirteenth Amendment Adopted</i>
	1861	January 1866	
			The Civil War

Plate III

Birth of Christ



IX.

CURRENT HISTORY.

ONE of the absolute essentials in teaching history is to keep track of current events. This should always be put in as an extra and should not interfere with the regular lesson. Some teachers devote a few minutes to passing events immediately before the regular class-work begins. This is a good arrangement; but perhaps it is better to choose out one or two days each week on which to give special attention to current history.

The teacher should first call on the class to mention any important happenings since the last notice of the subject. She should then make a general résumé and point out the more important subjects, calling special attention to the advisability of avoiding sensational matter. Thus the teacher can do much toward creating a healthy moral sentiment in the pupils, and making them discriminating readers of the newspapers. It is well to take a newspaper into the school-room and point out the best things, avoiding the objectionable matter. Young boys and girls should be taught that the newspaper is an indispensable educator, but that it contains a good deal of matter that is at least valueless, if not harmful.

In addition to the regular newspaper the teacher should by all means take a journal (weekly or semi-monthly) devoted wholly to current history. By this she will get the summing up of the important news in condensed form. Many a teacher is so busy and hard-worked that she finds it impossible to condense the news from the voluminous newspapers and put it into a form suitable for school-work, hence such a journal becomes a necessity.*

In teaching current events the teacher should never fail to connect them with the past when practicable. Many happenings of the day are of such a character that it is easy to give them a historic setting and thus make them doubly interesting and instructive. A few examples will illustrate:

Congress has recently met or is soon to meet, and one of the first duties of the Lower House is to choose a Speaker. That introduces the subject. Who is the Speaker of the House, and why so called? For the origin of this use of the word we must go away back into English history when the leader of the House of Commons was the chief speaker to the King, and hence he was called "The Speaker," and we have simply borrowed the name.

Next, the power of our Speaker of the House, which ranks next to that of the President in shaping national legislation. In what way? Principally through his power of appointing committees. If he opposes any

*One of the best journals of this kind published, and at a very moderate price, is "Our Times," issued by E. L. Kellogg & Co., of New York.

proposed law, he may, and usually does, appoint a committee unfavorable to it; but if he favors it, he puts it into the hands of a committee that agrees with him. And in perhaps nine cases out of ten the House will adopt the report of the committee. Thus it will be seen what a power the Speaker has in shaping laws.

The teacher may then very profitably dilate on the leading Speakers of the House in our history.

Henry Clay served longer in this position than any other, about ten years in all. He was elected on the first day that he entered the House as a member. They "wanted one who had the nerve to curb John Randolph," it was said. Clay as Speaker did more than any one else to bring about the War of 1812, as also the Missouri Compromise.

Some of the ablest Speakers of the House have served since the Civil War—Blaine, Randall, Carlisle, Crisp, and Reed. Many of the speakers have aspired to the presidency, but only one succeeded and that was James K. Polk, who served two terms as Speaker, 1835–9.

The death of a great man furnishes an excellent text for the teacher in bringing up historical reminiscences. Take John Sherman, whose death not long since removed one of the most interesting historic landmarks of the generation. How interesting to a class is a brief résumé of his life! He was a member of the Whig Convention that nominated Zachary Taylor for the presidency in 1848. He entered the Lower House of Congress in 1855, and some years later was transferred to the Senate, in which he served more than thirty years. He was one of the senators who sat in judgment

on President Andrew Johnson at the great trial in 1868. During the presidency of Hayes we find him in the cabinet as Secretary of the Treasury, where he proved himself one of the four greatest financiers this country has ever had. Only Hamilton, Gallatin and Chase can be ranked with him. At last Sherman rounded his long public career by a brief service in the cabinet of McKinley.

Take now a foreign subject. The meeting of the British Parliament is a good one. Explain that while our Congress is elected for two years, and always serves the full time, Parliament is elected for seven years and very seldom serves the full time. When the governing party in England is defeated in any important measures, the ministry resigns, Parliament is dissolved and a new election is held. Then again the working of Parliament is very different from that of our Congress. The Ministry proposes laws, Parliament passes them and that is final. In our country the President and Cabinet have no part in introducing measures, and when a law is passed it may be rendered null and void by the Supreme Court.

X.

BIBLIOGRAPHY.

THE first chapter of this little volume, on Collateral Reading, is intended to impress the teacher with the great importance of reading beyond the bounds of the condensed text-book. In this final chapter I shall give a short list of books, with some comment, for handy reference. By far the best thing in this line is Channing and Hart's "Guide to American History"; but this is not always accessible and the teacher needs a briefer guide always at hand. No teacher is expected to read all or even half that has been published on American history. Some of the works named below you may find in your own possession; others may be readily obtained in libraries to which you may have access. It is unfortunately true that in many rural districts there is not even a school library. In such cases the teacher should by all means build up a library of her own, and the most progressive teacher will do this even where there are public libraries. If you set apart ten dollars each year for books on various subjects you will have in a few years an excellent working library—as indispensable to successful teaching as the tools of a mechanician are to his work.

In the following list the publishers and prices will not be given, as any bookseller can furnish this informa-

tion, or any book may be purchased through E. L. Kellogg & Co., the publishers of this volume.

“Epochs in American History,” three vols. Vol. I. “The Colonies,” by Reuben Gold Thwaites; Vol. II. “Formation of the Union,” by Albert Bushnell Hart; Vol. III. “Division and Reunion,” by Woodrow Wilson.

Note.—This set of three small volumes by three of our ablest historians is placed first, and I recommend that they be the first purchase by the teacher, aside from the text-books. The facts are presented clearly and tersely from the standpoint of the specialist.

“Side Lights on American History,” two vols., by Henry W. Elson. Vol. I. “The National Period Before the Civil War.” Vol. II. “The Civil War and Our Own Times.”

Note.—This work was written for the higher grade schools, and above all for teachers. It is a larger and more exhaustive treatment of about thirty of the most important events in our history than can be found in the shorter histories. It has been highly commended by the press and by educators; but a further notice in this place would not be fitting, as the writer of these lines is the author.

“Dictionary of United States History,” Jameson.

Note.—It is impossible to overestimate the importance of such a book as this for the teacher’s library. With the three above mentioned as indispensable we proceed with groups for certain periods.

FOR THE PERIOD OF DISCOVERY AND COLONIZATION.—Fiske’s “Discovery of America,” two vols. Also, by the same author, “Old Virginia and Her Neighbors,” “Beginnings of New England,” and “The Dutch and Quaker Colonies,” three vols.; Lodge’s “English Colonies in America”; Eggleston’s “Beginners of a Nation”; the first volumes of Hildreth and Bancroft, and of Winsor’s “Narrative and Critical History”; Doyle’s

“English Colonies in America” Palfrey’s “History of New England,” and the works of Francis Parkman.

Note.—Any good library will have most or all of the above. John Fiske has no superior as a learned historian, and his style is easy and pleasant to read. The teacher should own two or three at least of his books. Lodge is good, but less fascinating than Fiske, or Eggleston’s “Beginners of a Nation.” Doyle is English and writes from the English standpoint, his work is very useful, but Palfrey thus far is the great historian of New England. For the French and Indian War period one writer covers the ground and exhausts the subject—Francis Parkman. His work is published in nine volumes, the respective titles of which indicate the nature of the contents. In beauty of style Parkman stands first among our American historians.

FOR THE REVOLUTION.—Frothingham’s “Rise of the Republic”; Fiske’s “American Revolution”; Winsor’s “Hand-book of the Revolution”; Lossing’s “Pictorial Field-book of the Revolution”; and the works of Bancroft and Hildreth. For the causes leading up to the Revolution there is nothing better than Wells’s “Life of Samuel Adams.” For the brief period between the Revolution and the adoption of the Constitution there is nothing to compare with Fiske’s “Critical Period” and the first volume of Curtis’s “History of the Constitution.”

FOR THE NATIONAL PERIOD.—McMaster’s “History of the People of the United States,” five vols.; Schouler’s “History of the United States,” six vols.; Rhodes’s “History of the United States from the Compromise of 1850,” four vols.; Henry Adams’s “History of the United States” (Administrations of Jefferson and Madison), nine vols.

Note.—McMaster’s work is a wonderful treasure-house of facts; his style is pleasing, but unvaried, and it becomes monotonous after some hours’ reading. He is not, like Fiske and others, a historical philosopher; he never brings out great historic char-

acters and shows their meaning and influence in our national development. He treats Washington as an ordinary man; he robs Jefferson, for some slight foible, of all pretense to statesmanship. But for an endless succession of facts gathered from original sources, McMaster's work is very valuable. Henry Adams is an ideal historian, but his work extends over but sixteen years. Schouler's work alone covers the entire period between the Revolution and the Civil War, and the teacher who can read but one elaborate history of this period is recommended to read Schouler. His style is not as dignified as one could desire, but his sense of proportion is admirable. Rhodes promises to be our greatest historian. His tendency to prolixity is the only fault we can name. His style is charming and reminds us of that of Parkman.

FOR THE CIVIL WAR.—Greeley's "American Conflict," two vols.; Count of Paris' "Civil War in America"; Grant's "Memoirs," two vols.; A. H. Stephens's "War Between the States"; Jefferson Davis's "Rise and Fall of the Confederate Government," two vols.; Ropes's "Story of the Civil War." The sixth volume of Schouler and the fourth volume of Rhodes each covers the first half of the war.

Note.—The works of Stephens and Davis give a Southern view, and both are, for the most part, written with fairness. The first volume of Greeley gives an excellent account of slavery from Colonial times to the Civil War, but a fuller account of the same subject is found in Wilson's "Rise and Fall of the Slave Power."

No full history of the country since the Civil War has been written. Andrew's "History of the United States for the Last Twenty-five Years" is somewhat fuller than the school histories. The "Recollections of John Sherman," McCulloch's "Men and Measures of Half a Century," and Blaine's "Twenty Years of Congress," Vol. II, are of great value in the study of this period; the later chapters of Elson's "Side Lights" and of Wilson's "Division and Reunion" cover this ground also.

MISCELLANEOUS.—In addition to the above condensed list there are hundreds of other good books that throw light on our history.

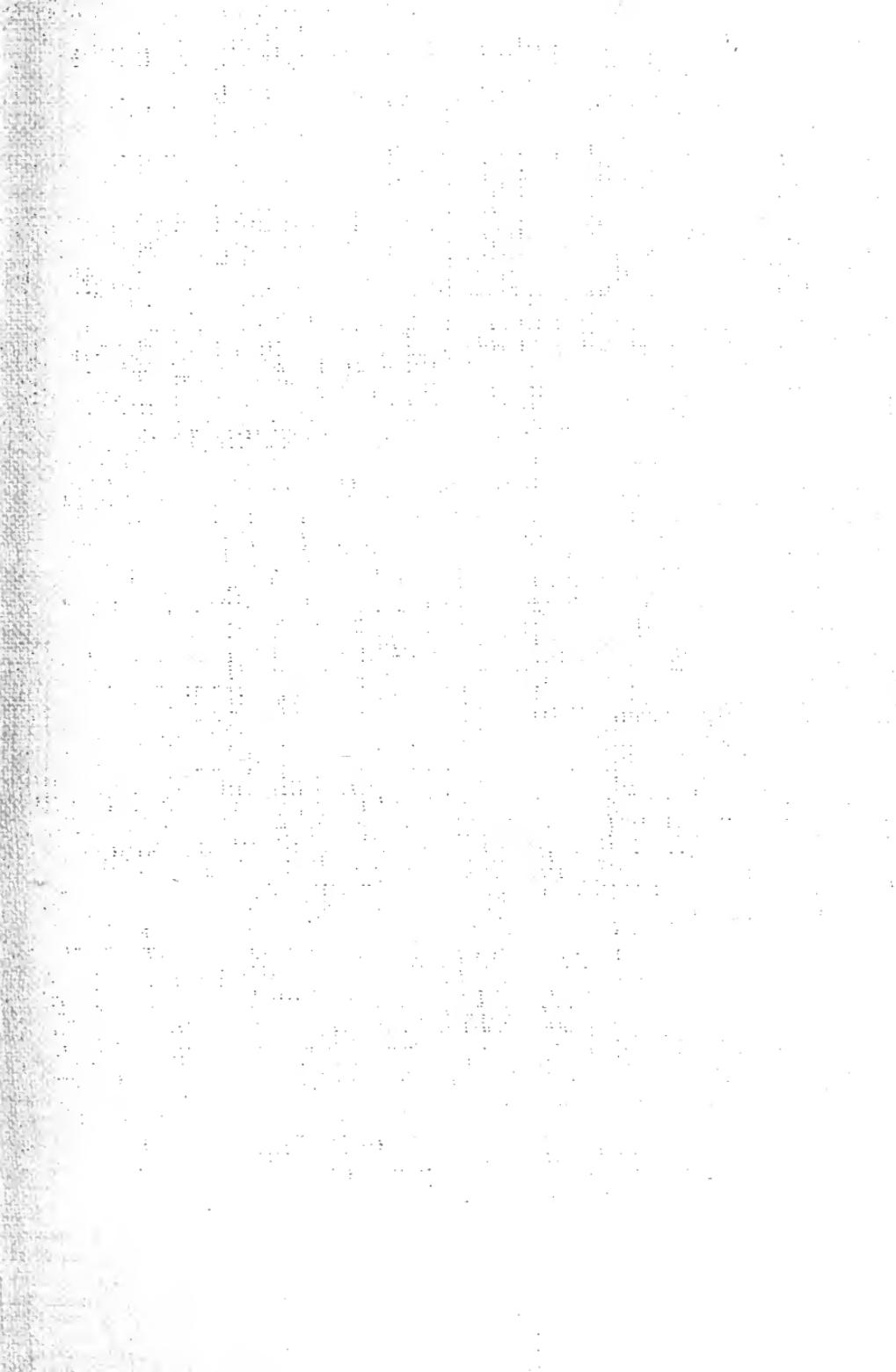
First.—Biographies; and the first in this class is Franklin's Autobiography. Let every student of history read this, as also many other biographies of our leading historic figures.

Second.—Personal Memoirs. Some of our leading statesmen favor the public with accounts of their own experiences, as Grant, Blaine and others, and their works are of much historic value. Scarcely less valuable than these are the Recollections of less conspicuous characters. Among the best in this line are Sargent's "Public Men and Events" (a most interesting view of the thirty years preceding the Civil War); Quincy's "Figures of the Past"; McClure's "Lincoln and Men of War Times"; Thompson's "Recollections of Sixteen Presidents"; Whipple's "Recollections of Eminent Men"; and Forney's "Anecdotes of Public Men."

Third.—Historical Novels. The historical novel, if a good one, will entertain you as well as add to your knowledge of history. Among the best in our literature are some of the works of James Fenimore Cooper (giving insight into Indian life and character); of George W. Cable (picturing life among the Creoles with wonderful fidelity); of James K. Paulding; Thackeray's "Virginians"; Stowe's "Uncle Tom's Cabin"; and, for a view of the Revolution, the three recent novels—"Hugh Wynne," "Richard Carvel," and "Janice Meredith." Musick's novels furnish good pictures of colonial life.

Among the unclassified the first to be named is Bryce's "American Commonwealth," written by a foreigner, and the best picture of America and the Americans of to-day that can be found. For the American of seventy-five years ago read De Tocqueville's "Democracy in America," a work also by a foreigner and almost equal to the great work of Bryce. Every school library should contain a set of Winsor's "Narrative and Critical History," eight vols., and a set of Hart's "American History Told by Contemporaries," four vols. when completed. Every teacher should also read a few of the speeches on great questions by the leading statesmen of each period.

Any one who would become a specialist, an authority on American history, must delve still deeper. He must read such works as "Elliot's Debates," "Annals of Congress," Benton's "Thirty Years' View," newspapers and magazines of the times, and the works of the leading statesmen.



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